

Fishergate Music Skills progression document



Early Years

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

KS1 National Curriculum Expectations

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 National Curriculum Expectations

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Year 1
Year 2

Year 3
Year 4

Year 5
Year 6

<p>Performance</p>	<p>Join in with a selection of songs, chants and rhymes from memory. Sing call and response songs. Experiment playing with a variety of tuned and untuned percussion in different ways (tap tambourine lightly, or shake to change timbre). Move along to the music accurately changing the way I move to reflect what I hear. Follow pictures and symbols to guide singing and playing. Use body percussion and tuned and untuned percussion to play a repeated rhythm or maintain a steady beat. Perform word pattern chants (create, retain and perform own rhythm patterns)</p>	<p>Sing songs with a small pitch range accurately (rain rain go away) Sing songs with a sense of melody and sometimes in tune. Sing short phrases independently as part of a game or short song. Change my voice in different ways (louder, quieter, change timbre, pitch) Respond to teachers instructions linked to tempo and dynamics. Copy back a 4 beat rhythm which is clapped to me accurately. Perform repeating rhythm patterns (ostinati) while keeping in time. Respond to pitch changes in music – e.g. stand up when pitch high. Walk, move or clap in time with the music changing the speed of the beat.</p>	<p>Sing expressively in tune in unison and change dynamics. Join in with actions in time with a song. Sing a short phrase back when it's been sung to me. Play an ostinato Clap in time as the tempo changes Understand the difference between crotchet and paired quavers</p>	<p>Hold my own part in with a group – sing in harmony Perform in two or more parts, using e.g. melody and accompaniment or duet Perform melodies following staff notation (C-G) on the recorder Understand the difference between crotchet and paired quavers, minims, rests</p>	<p>Sing a broad range of songs with a sense of ensemble and performance Play melody on tuned percussion following staff notation (C-C) – (maybe as ostinato) Play triads and play simple chords to accompany a song (could use, keyboards, tuned percussion or tabets) Begin to develop playing by ear copying familiar melodies Read and play short rhythmic phrases at sight using conventional symbols for note durations. Understand difference between 2/4 3/4 4/4 time signatures</p>	<p>Recognise phrases in singing and reflect the style in my singing. Sing 3 and 4 part rounds. Sing a broad range of songs including those with syncopation as part of a choir/class. Play rhythm notation cards and scores confidently in up to 4 parts containing known rhythms and note durations. Whilst playing, I can make decisions about dynamics (ff,pp,mf,mp)</p>
<p>Composition</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli Understand the difference between pitch pattern and rhythm pattern. Explore percussion sounds to enhance storytelling.</p>	<p>Choose to change my voice/change timbre in an instrument. Play/sing/clap in a gap in a piece of music (improvising) with increasing accuracy (using question and answer phrases) Explain my musical choices (I have chosen a drum because I can make a really loud sound on it) Respond to chanted rhythm patterns and represent them with stick notation using crotchets, quavers and crotchet rests. Create music in response to non musical stimuli</p>	<p>Improvise using voice, tuned and untuned percussion, inventing short on the spot responses using limited note range. Compose rhythmic accompaniments on untuned percussion Structure musical ideas that have beginning, middle and end using different stimuli (story, image, musical sources)</p>	<p>Improvise on a limited range of pitches on the recorder. Explain my musical choices with reference to musical elements (I have chosen a glockenspiel so that I can play different pitches) Think carefully about selecting and how to play instruments so they match the desired effect (these instruments sound like the river however only when we play them like this....)</p>	<p>Improvise over a drone using melodic instruments Improvise over a simple groove responding to the beat and creating a satisfying melodic shape. Select an instrument for a desired effect and explain my choices with reference to musical elements or genre. Use chords to create a specific atmosphere/mood. Experiment with a wider range of dynamics Record creative ideas using graphic symbols, rhythm notation and time</p>	<p>Improvise a melody over a fixed groove (over 8 beats) Think carefully about how to play instruments so they match the desired effect of genre. Reflect on the effect for the audience when I make my composition choices. Compose longer pieces with multiple sections. Compose an 8-16 beat melodic phrase using pentatonic scale (chn will take into account rhythm and pitch) Play and <u>notate</u>* the melody on tuned percussion</p>

					signatures, staff notation, technology	
Appraising	Say whether I like a piece of music or not and give reasons	Begin to use musical language to describe what I hear (e.g. the tempo is fast) Know the meaning of dynamics and tempo	Say what I like and dislike about a piece of music and give reasons Use some musical language accurately to describe what I hear	Compare different pieces using appropriate musical vocabulary. Think about differences between music from different eras.	Confidently use musical terms when talking about pieces of music. Explain differences between music from different eras.	Compare different pieces to their genres accurately (blues music is often in a minor key) Use some musical language accurately to describe what I hear – identifying parts in the music. (the ostinato pattern has a crescendo at the start)
Listening	Recall a variety of songs. Listen to sounds in environment and compare high and low sounds. Recognise several pieces of music.	Hear a variety of changes in music and can sometimes explain what has changed (mistakes might occur e.g. might say the music is getting louder when it is getting quicker) Name a few composers Begin to group beats in twos and threes by tapping knees on first beat and clapping remaining. Match dot notation to some notes.	Remember some pieces of music and their composers. Talk about music and begin to use musical vocabulary correctly.	Talk about music referring to musical elements with increasing accuracy. Identify some instruments in a piece of music.	Confidently identify instruments in a piece of music. Accurately describe changes in music and identify different layers and textures	Pick out sections/layers of a piece and say what I like and dislike about them and give reasons Hear how many layers there are in a piece of music and correctly identify different instruments.
Transcription	Recognise how graphic notation can represent created sounds. Explore and invent own symbols	Use graphic notation, dot notation and stick notation to keep a note of composed pieces.	Introduce the stave, lines and spaces and clef. Use dot notation to show higher and lower pitch.	Capture and record creative ideas using, graphic symbols, rhythm notation & time signatures, staff notation, technology. Combine rhythmic notation with letter names (5 notes)	Understand the differences between semiquavers, minims, crotchets and crotchet rests, paired quavers and semiquavers Beginning to understand what the treble and bass clef is and its purpose. Understand the purpose of bars Use graphic symbols, dot notation and stick notation and technology to keep a record of composed pieces.	Recognise crotchets, minims and quavers, semibreves, semi quavers and equivalent rests. Read and respond to chanted rhythms and represent them with stick notation including crotchets, quavers and crotchet rests. Write a 8-16 beat melody using notes (C,D,E,G,A) I can begin to understand scales and keys * Compose an 8-16 beat melodic phrase using pentatonic scale (chn will

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